

There are no handouts today. Everything you need can be found at:

<http://education.ucf.edu/clinicalexp/tws.cfm>

## The Teacher Work Sample

An Overview for Teacher Candidates in EDG 4410:  
Teaching Strategies and Classroom Management




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### A few questions to start us off:

- How do you know that you make a difference for your students?
- You know that you'll *teach* it, but how will you know that they *learn* it?
- How do you know what instruction is appropriate for *your* students?
- How can you tell what works, what doesn't work, what you do well, & what you can do better?

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### What is a Teacher Work Sample?

- A Teacher Work Sample is an exhibit of teaching performance, such as an instructional unit, that provides direct evidence of a teacher's ability to:
  1. Analyze student data and assessments to determine learning needs
  2. Design and develop standards-based instruction that meets student needs
  3. Assess student learning prior to and during instruction and at the end of the unit
  4. Reflect on the teaching and learning process and identify ways to grow and develop

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## What is a Teacher Work Sample?

### ➤ In plain language:

An instructional unit that...

- uses a pre- and a post-assessment to measure student learning...
- and analyzes that data to inform reflection.

### ➤ It is a framework for

#### ***Data-Informed Reflective Practice***

- A first introduction to practitioner research

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## What is the TWS for *me*?

- An opportunity to document how ***you*** impact student learning
- A way to get ***specific, targeted feedback*** about your teaching and how effective it is
- A method to set ***your own*** professional development plan and improve as a teacher
- A way to show your value to potential employers and ***get a job***

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## The Teacher Work Sample

### ➤ Shows that you...

1. understand students' needs and backgrounds
2. can develop learning goals that fit them
3. can assess student learning before, during, and after instruction
4. can use relevant data to design instruction
5. can make good instructional decisions on the fly
6. can analyze student learning in a meaningful way
7. evaluate and reflect on your teaching to get better

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## The Teacher Work Sample

➤ Contains seven components:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Evaluation and Reflection

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Component 1:

### Contextual Factors

- Understanding the context is *always* first!
- Different communities...
- Different schools...
- Different grade levels...
- Different classes...
- Different settings...
- Different students...
- ...have different needs!

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### Understand the Context

- Describe:
- The community
  - The school
  - The class
  - Unique needs of individual learners
  - The physical classroom and available resources
- Reflect on how the context influences instruction

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## Component 2:

**Learning Goals**

- Before you start planning...
- Before you start assessing...
- Decide what your students will learn!
  
- Take the standards that apply to students...
- Combine them with your understanding of the context and their learning needs...

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**...and set the learning goals!**

- Learning Goals:
  - From **three** to **five** of them
  - **Measurable** – something they can assess
  - **Challenging, varied, and higher-order**
  - **Appropriate** – goals have to fit the context
  - Linked to **Next Generation Sunshine State Standards** and/or the **Common Core State Standards**
    - *Whichever is required*
  - **Mastery** must be described for each goal

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## Component 3:

**Assessment Plan**

- Plan how you will assess student learning
  - Before you teach them
  - Throughout instruction
  - At the end of your unit
  
- Make your own pre/post assessment
- Pre-assess your students before you begin instruction – early enough to **adjust**

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## Pre/Post Assessment Examples

1. Fourth grade unit on expository writing
2. Sixth grade math unit on perimeter and area

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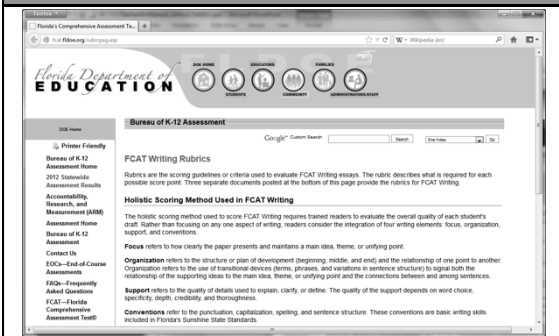
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## 4<sup>th</sup> Grade Expository Writing




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## 4<sup>th</sup> Grade Expository Writing

### FCAT Writing Rubric — Grade 4

#### Score Points in Rubric

The rubric further interprets the four major areas of consideration into levels of achievement.

**6 Points.** The writing is focused on the topic, has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices) and has simple development of the supporting ideas. The paper demonstrates a sense of completeness or wholeness. The writing demonstrates a mature command of language including precision in word choice. Subject/verb agreement and verb and noun forms are generally correct. With few exceptions, the sentences are complete, except when fragments are used purposefully. Various sentence structures are used.

**5 Points.** The writing is focused on the topic with adequate development of the supporting ideas. There is an organizational pattern, although a few lapses may occur. The paper demonstrates a sense of completeness or wholeness. Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Various sentence structures are used.

**4 Points.** The writing is generally focused on the topic, although it may contain some extraneous or loosely related information. An organizational pattern is evident, although lapses may occur. The paper demonstrates a sense of completeness or wholeness. In some areas of the response, the supporting ideas may contain specifics and details while in other areas the supporting ideas may not be developed. Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.

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4 <sup>th</sup> Grade Expository Writing						
Area	1	2	3	4	5	6
Prompt	The writing only minimally addresses the topic.	The writing may be slightly related to the topic or may offer little relevant information and few supporting ideas or examples.	The writing is generally focused on the topic, although it contains extraneous or loosely related information.	The writing is generally focused on the topic, although it may contain some extraneous or loosely related information.	The writing is focused on the topic. The paper addresses all or most of the aspects of the prompt, but may not explicitly connect them to the reader.	The writing is focused on the topic. The paper responds directly to the prompt, specifically addressing all of its parts.
Organization	The writing that is relevant to the topic does not exhibit an organizational pattern; flow, if any, transitional devices are used to signal movement in the text.	The writing that is relevant to the topic exhibits little evidence of an organizational pattern or use of transitional devices.	The paper may lack a sense of completeness or wholeness. Although an organizational pattern has been attempted, and some transitional devices have been used, lapses may occur.	The paper demonstrates a sense of completeness or wholeness. An organizational pattern is evident, although a few lapses may occur.	The paper demonstrates a sense of completeness or wholeness. There is an organizational pattern, although a few lapses may occur.	The paper demonstrates a sense of completeness or wholeness and has a logical organizational pattern (including a beginning, middle, conclusion, and transitional devices).
Support	Supporting ideas may be sparse, and they are usually provided through lists, clichés, and limited or immature word choice.	Development of the few supporting ideas may be inadequate or illogical.	Some of the supporting ideas may not be developed with specifics and details.	In some areas of the response, the supporting ideas may contain specifics and details, while in other areas, the supporting ideas may not be developed.	Adequate development of the supporting ideas.	Adequate development of the supporting ideas.
Conventions	Word choice may be limited or immature. Frequent errors in spelling, capitalization, punctuation, and sentence structure may impede communication. The sentence structure may be limited to simple constructions.	Word choice may be limited or immature. Frequent errors may occur in basic punctuation and capitalization, and commonly used words may frequently be misspelled. The sentence structure may be limited to simple constructions.	Word choice is adequate but limited, predictable, and occasionally vague. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.	Word choice is generally adequate. Knowledge of the conventions of punctuation and capitalization is demonstrated, and commonly used words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions.	Word choice is adequate but may lack precision. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication. The conventions of punctuation, capitalization, and spelling are generally followed. Subject/verb agreement and verb and noun forms are generally correct.	The writing demonstrates a mature command of language including precision in word choice. The sentences are complete, except when fragments are used purposefully. Various sentence structures are used. The conventions of punctuation, capitalization, and spelling are followed. Subject/verb agreement and verb and noun forms are generally correct.
Total Points Earned:						

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### 4<sup>th</sup> Grade Expository Writing Pre/Post Assessment Measures

- Your pre/post assessment measures consist of the prompts and your rubric.
- Describe your prompts and/or attach what you gave the students
- **Also** attach your rubric to your TWS submission

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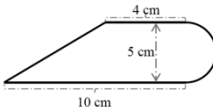
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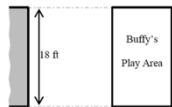
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### 6<sup>th</sup> Grade Math Pre/Post Assessment Measures




3) What is the area of the figure to the left? **LG2** 4.625 cm<sup>2</sup>

4) Rebecca wants to put up a fence around an area in her yard for Buffy, her dog. She wants Buffy's play area to be just as long as the side of her house, which is 18 ft long. If Rebecca only has 50 feet of fence, how wide can she make Buffy's play area? **LG3** 7 ft



5) Luis has some cylindrical pots to put his plants in that are 12 inches in diameter. He thinks they are too plain the way they are. He decides to decorate them by putting ribbon around them, but he can only order ribbon by a number of whole feet in length. How long must he order each piece of ribbon to go all the way around one pot? **LG1** 4 ft



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### Why do I pre-assess my students?

➤ Several reasons:

1. Sets a baseline so that you can measure growth
2. Lets you know if your learning goals are appropriate for your students
3. Orients your students to your instruction

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### Component 4:

### Design for Instruction

➤ Notice a few things...

- There are **seven** components to the TWS
- You do not design instruction until the **midpoint**
- You do **more than half** of your work **before** you start teaching

➤ This component contains:

- A relatively short written component
- All formal lesson plans associated with your unit

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### The Written Component:

➤ Your written Design for Instruction component must include:

- A brief report of pre-assessment results
- Discuss how those results informed your planning
- Provide a bullet-list of learning activities
- Link those activities to specific learning goals

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## Your Lesson Plans:

➤ The learning activities and lesson plans must:

- Be appropriate for your learners
- Promote active learning
- Encourage higher-order thinking
- Use a variety of methods and approaches
- Accommodate specific learning needs
- Build student mastery
- Represent content accurately

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## NOW you can teach!

You have well-designed, data-informed, detailed plans...  
everything will go *flawlessly!*

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## Component 5:

### Instructional Decision Making

*"Things fall apart;  
the centre cannot hold"*  
– William Butler Yeats

- The unexpected happens...
- Your plans aren't always as effective or as flawless as you hope...
- Good teachers **modify instruction**
- If it's not working... **change it!**
- Just make note of what you did and why
  - We call these **Instructional Decisions**

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## Instructional Decisions

- You may do this ***hundreds*** of times
- Give ***two*** examples
- For each example, describe
  - How you knew you needed to adjust
  - What adjustment you made
  - Why you selected that adjustment
  - How your adjustment impacted student learning

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## Component 6:

### Analysis of Student Learning

- You've given a comparable pre and post assessment so that you can analyze learning
- You need to report:
  - Average of the pre-assessment scores and average of the post-assessment scores for all students taught
  - Graph individual student pre and post assessment scores
  - Explain what those scores tell you about your unit
  - What percent of students showed mastery of your learning goals after instruction
  - Describe how you can meet the needs of students who have not mastered your learning goals
  - Address any student who failed the post-assessment

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## The TWS GraphMaker

Demographic Information							
Anonymous Student Identifier (must start with a letter)	Grade Level (PE, K, or 1 through 12)	Class Period or Group (single digit number 1 through 8)	Gender (M or F)	Ethnicity (A, B, H, L, or W)	Does student qualify for free or reduced price lunch? (Y or N)	Primary Exceptionality (single letter code or NA)	ESOL Classification (L, F, LP, LY, LZ, ZG, or NA)
Student	Grade	Class/Grp	Gender	Ethnicity	EconDis	ESE	ESOL
S60	6	4	F	H	Y	NA	LY
S14	6	1	M	W	Y	K	NA
S11	6	1	F	I	N	NA	NA
S52	6	4	F	H	Y	NA	LP
S28	6	3	F	H	N	NA	LZ
S30	6	3	M	H	Y	NA	LY
S57	6	4	M	H	Y	NA	NA
S12	6	1	F	W	Y	NA	LY
S26	6	3	F	H	Y	NA	LZ
S46	6	4	M	W	Y	NA	NA
S07	6	1	M	H	Y	NA	LY
S04	6	1	M	H	Y	NA	NA

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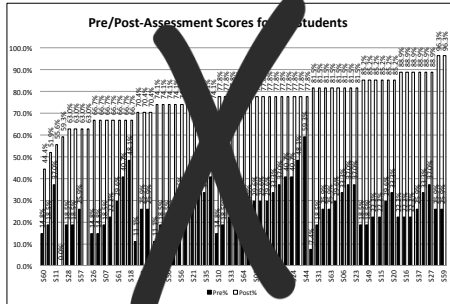
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## The GraphMaker Provides:




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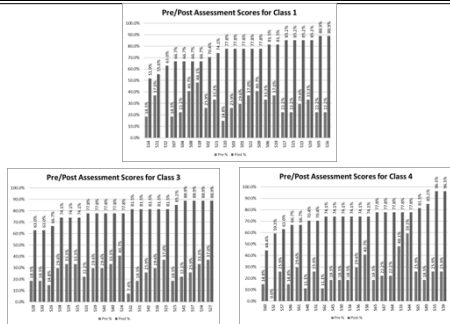
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## The GraphMaker Provides:




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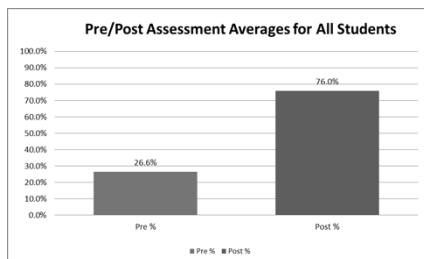
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## The GraphMaker Provides:




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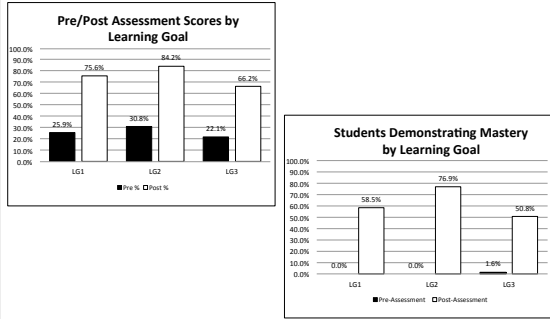
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## The GraphMaker Provides:




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## Remember this?

Demographic Information							
Anonymous Student Identifier (must start with a letter)	Grade Level (PK, K, or 1 through 12)	Class Period or Group (single digit number 1 through 8)	Gender (M or F)	Ethnicity (A, B, H, I, or W)	Does student qualify for free or reduced price lunch? (Y or N)	Primary Exceptionality (single letter code or NA)	ESOL Classification (LP, LP, LY, LZ, ZZ, or NA)
Student	Grade	Class/Grp	Gender	Ethnicity	EconDis	ESE	ESOL
S60	6	4	F	H	Y	NA	LY
S14	6	1	M	W	Y	K	NA
S11	6	1	F	I	N	NA	NA
S52	6	4	F	H	Y	NA	LP
S28	6	3	F	H	N	NA	LZ
S30	6	3	M	H	Y	NA	LY
S57	6	4	M	H	Y	NA	NA
S12	6	1	F	W	Y	NA	LY
S26	6	3	F	H	Y	NA	LZ
S46	6	4	M	W	Y	NA	NA
S07	6	1	M	H	Y	NA	LY
S04	6	1	M	H	Y	NA	NA

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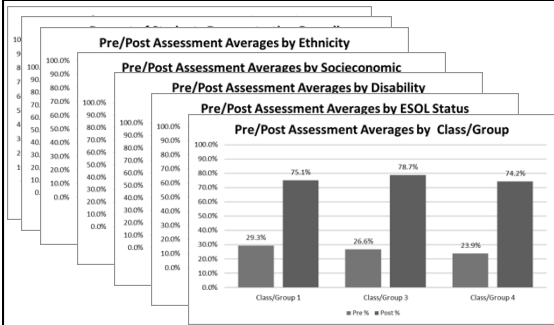
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## The GraphMaker Provides:




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## Component 7:

**Reflection & Evaluation**

- Identify the most successful learning goal
  - Why was it so successful?
- Identify the least successful learning goal
  - What hindered student growth?
  - What could you have done to improve outcomes?
- What are your strengths as a teacher?
- How can you grow as a teacher?
- What have you learned?

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*That is the Teacher Work Sample*


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**Let's revisit our questions...**

- How do you know that you make a difference for your students?
- How do you know that your instruction *teaches* them anything?
- How do you know what instruction is appropriate for *your* students?
- How can you tell what works, what doesn't work, what you do well, & what you can do better?

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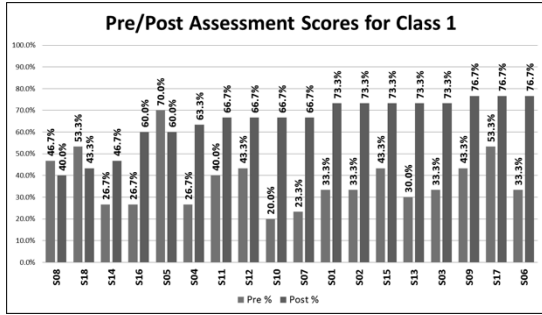
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What do you notice in this graph?




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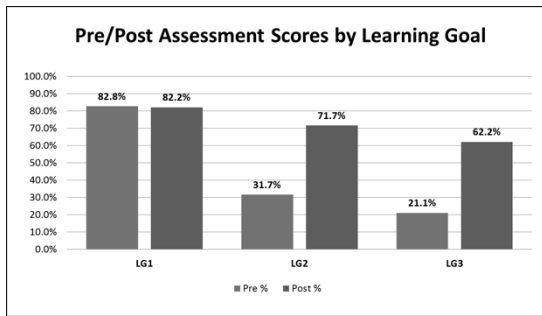
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What do you notice in this graph?




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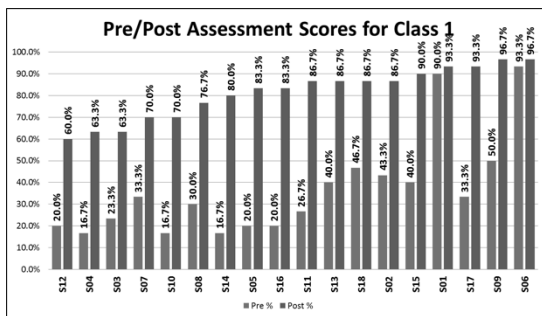
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What do you notice in this graph?




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TWS web site:  
<http://education.ucf.edu/clinicaexp/TWS.cfm>  
Matthew R. Lavery's email address:  
[mattlavery@knights.ucf.edu](mailto:mattlavery@knights.ucf.edu)

# Thank you!



Feel free to contact me with  
questions and watch for the TWS  
**HAPPY Hour Workshops!**

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